**Eureka Math *A Story of Units***

**Third Grade – Module 4**

**2015-2016**

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Materials based on Eureka Math Version 3.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 4 Grading Guidance:**

* The standards assessed in Module 4 will not be assessed again. See checklist on page 3.

**Updates**

Bethel provided Eureka Math Teacher Editions based on Version 2 of Eureka. Eureka is continuing to revise the curriculum, and Version 3 is being released this year. Version 3 Assessments are considered when updates provide additional support for students and/or closer alignment to standards.

* Bethel is using the Version 3 Mid-Module Assessment for Module 4 due to increased scaffolding for students on item number 4. Otherwise, there were no changes to the Module 4 Assessments.

**Grade 3 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are first assessed in Module 4.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 3 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3.OA | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  | X |  |  |  |  |
| 4\* | X |  | X |  |  |  |  |
| 5\* | X |  | X |  |  |  |  |
| 6\* | X |  |  |  |  |  |  |
| 7\* | X | X | X |  |  |  |  |
| 8\* | X |  | X |  |  |  |  |
| 9\* |  |  | X |  |  |  |  |
| 3.NBT | 1 |  | X |  |  |  |  |  |
| 2 |  | X |  |  |  |  |  |
| 3 |  |  | X |  |  |  |  |
| 3.NF | 1\* |  |  |  |  | X |  |  |
| 2a\* |  |  |  |  | X |  |  |
| 2b\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 3.MD | 1\* |  | X |  |  |  |  |  |
| 2\* |  | X |  |  |  |  |  |
| 3 |  |  |  |  |  | X |  |
| 4 |  |  |  |  |  | X | X |
| 5a\* |  |  |  | X |  |  |  |
| 5b\* |  |  |  | X |  |  |  |
| 6\* |  |  |  | X |  |  |  |
| 7a\* |  |  |  | X |  |  |  |
| 7b\* |  |  |  | X |  |  |  |
| 7c\* |  |  |  | X |  |  |  |
| 7d\* |  |  |  | X |  |  |  |
| 8 |  |  |  |  |  |  | X |
| 3.G | 1 |  |  |  |  |  |  | X |
| 2 |  |  |  |  | X |  |  |

**Third Grade Module 4: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: Mid-Module Assessment** | | | | | | | | |
| **Domain** | | | **Standards** | | | | | |
| Question | Measurement and Data | | | 3.MD.5a | 3.MD.5b | 3.MD.6 | 3.MD.7a | 3.MD.7b | 3.MD.7d |
| 1 | 1 2 3 4 | | | X | X | X |  |  |  |
| 2 | 1 2 3 4 | | |  |  |  |  | X |  |
| 3 | 1 2 3 4 | | |  |  |  |  | X |  |
| 4 | 1 2 3 4 | | | X | X | X | X |  |  |
| 5 | 1 2 3 4 | | | X | X |  | X |  | X |
|  | | |  |  |  |  |
| Domain  Score | Measurement and Data | | |  | |  |
| Total Points |  | | |  |
| Level | 4 | 18-20 points | |  |
| 3 | 13-17 points | |  |
| 2 | 8-12 points | |  |
| 1 | 5-7 points | |  |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Third Grade Module 4: Mid-Module Assessment Task Score Sheet (continued)**

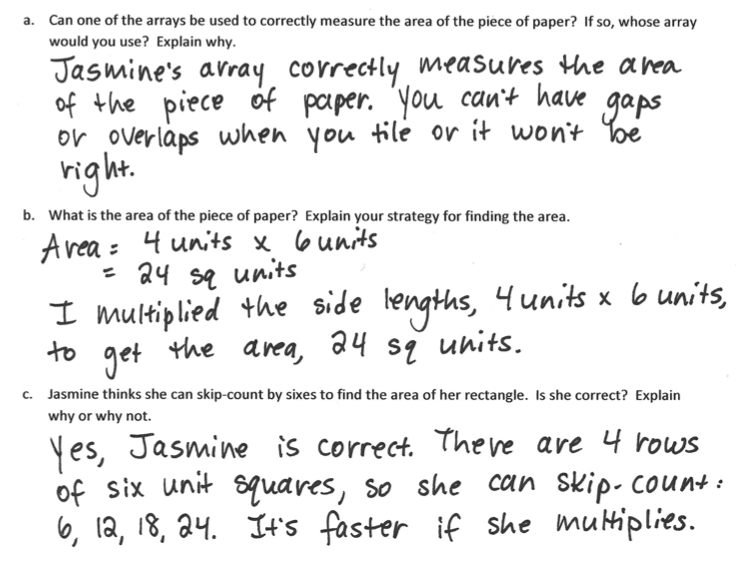
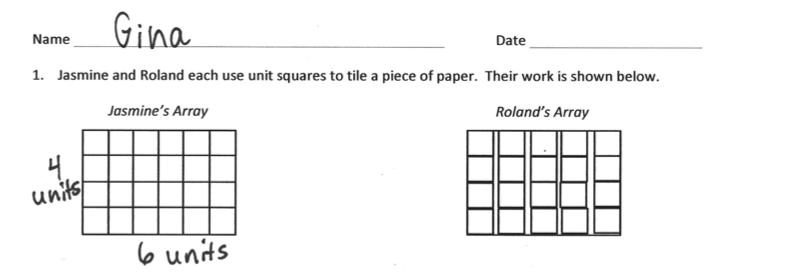
|  |
| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Geometric measurement: understand concepts of area and relate area to multiplication and to addition.  **3.MD.5**  Recognize area as an attribute of plane figures and understand concepts of area measurement.  a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area*.*  b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.  **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  **3.MD.7** Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths*.*  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |

**Third Grade Module 4: Mid-Module Assessment Task Rubric**

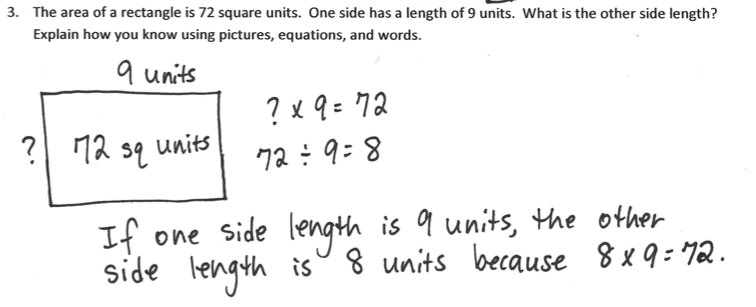
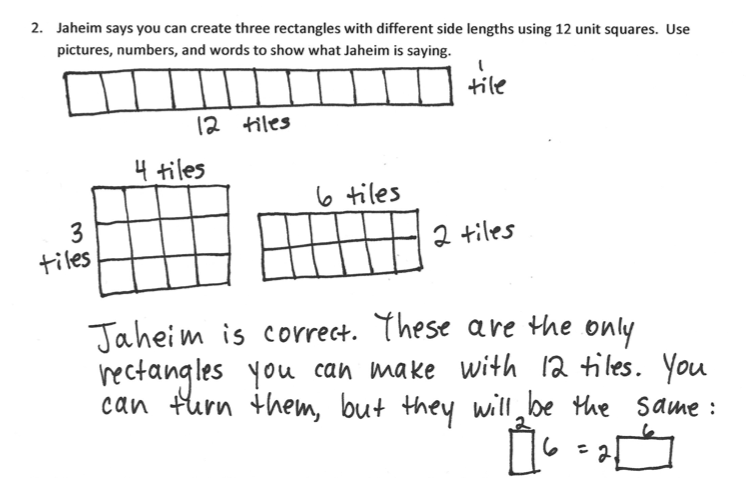
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  3.MD.5  3.MD.6 | Student correctly answers **0-1** of the six parts. | Student correctly answers **2-3** of the six parts. | Student correctly answers **4-5** of the six parts. | Student correctly answers **6** of the six parts. (See below.) |
| * 1. **(1)** Jasmine’s array, **(2)** giving strong evidence of understanding that tiling must have no gaps or overlaps.   2. **(3)** The area is 24 tiles. **(4)** Provides appropriate explanation of the calculation, for example counting or skip-counting strategies.   3. **(5)** Yes, **(6)** there are 4 rows of 6 squares (or 6 rows of 4 squares), so it is possible to skip-count by six. | | | |
| **2**  3.MD.7b | Student correctly answers **0-1** of the six parts. | Student correctly answers **2-3** of the six parts. | Student correctly answers **4-5** of the six parts. | Student correctly answers **6** of the six parts. (See below.) |
| Identifies rectangles: **(1)** 1 × 12 or 12 × 1 **(2)** 2 × 6 or 6 × 2 **(3)** 3 × 4 or 4 × 3  **(4)** Response shows evidence that rectangles can have different side lengths but the same area using pictures, **(5)** numbers, and **(6)** words. | | | |
| **3**  3.MD.7b | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | Student correctly answers **4** of the four parts. (See below.) |
| **(1)** Finds the missing side length of 8 unit  **(2)** Shows evidence of solid reasoning using pictures, **(3)** numbers, and **(4)** words. | | | |
| **4**  3.MD.5  3.MD.6  3.MD.7a | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | Student correctly answers **4** of the four parts. (See below.) |
| a. **(1)** Completes the array with 8 columns and 6 rows.  b. **(2)** Writes one of the following skip-count sequences: 6, 12, 18, 24, 30, 36, 42 OR 8, 16, 34, 32, 40, 48  c. **(3)** Writes a multiplication equation (6 × 8 or 8 × 6);  **(4)** Gives an area of 48 sq. units | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  **Standards Assessed** | STEP 1  Little or no evidence of reasoning with an incorrect answer.  **(1 Point)** | STEP 2  Evidence of some reasoning with an incorrect answer.  **(2 Points)** | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  **(3 Points)** | STEP 4  Evidence of solid reasoning with a correct answer.  (**4 Points)** |
| **5**  3.MD.5a  3.MD.5b  3.MD.7a  3.MD.7d | Student is unable to correctly answer any parts. | Student correctly answers **1** of the three parts. | Student correctly answers **2** of the three parts. | Student correctly answers **3** of the three parts. (See below.) |
| 1. **(1)** Identifies that 16 tiles/square units are needed to fill the remaining area. 2. **(2)** Says the area of the large rectangle is 32 square units. **(3)** Explanation gives evidence of solid reasoning to support answer.   **NOTE: Allow credit for an incorrect answer in part b (2) based on an incorrect answer to part a. Also allow credit for solid reasoning in part b (3) to support part b (2).** | | | |

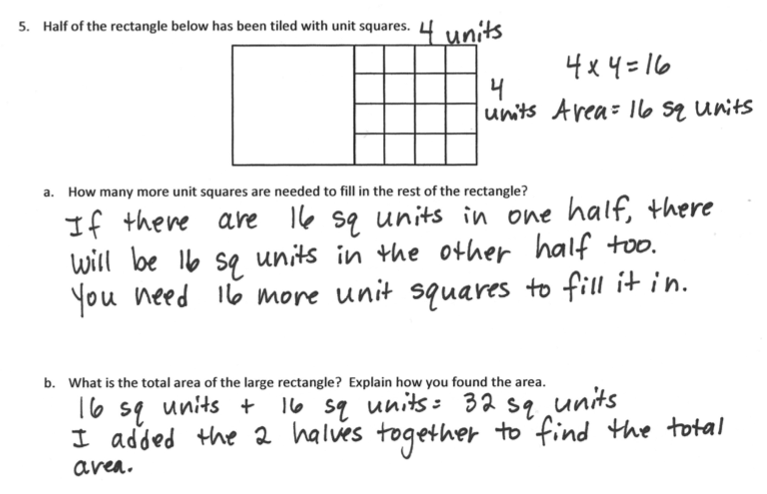
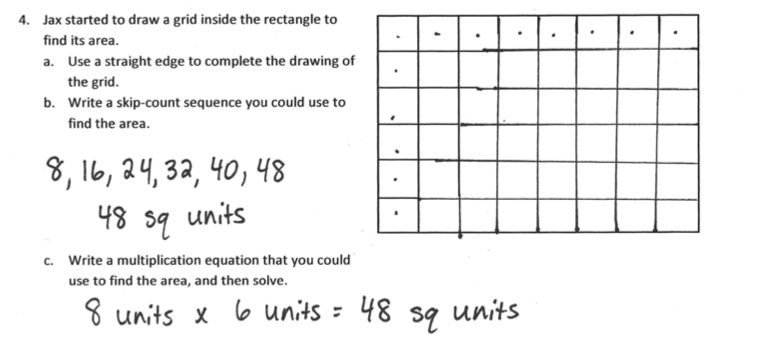
**Third Grade Module 4: Mid-Module Assessment Task Key**



**Third Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | |
| Question | Measurement and Data | | | | 3.MD.5a | 3.MD.5b | 3.MD.6 | 3.MD.7a | 3.MD.7b | 3.MD.7c | 3.MD.7d |
| 1 | 1 2 3 4 | | | |  |  |  |  |  | X | X |
| 2 | 1 2 3 4 | | | |  | X | X | X | X |  |  |
| 3 | 1 2 3 4 | | | |  |  |  |  | X |  | X |
| 4 | 1 2 3 4 | | | | X | X |  |  | X |  | X |
|  | | |  |  | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | |
| Domain  Score | Measurement and Data | | | |
| Total Points |  | | | |
| Level | 4 | 14-16 points | | |
| 3 | 10-13 points | | |
| 2 | 6-9 points | | |
| 1 | 4-5 points | | |

Notes:

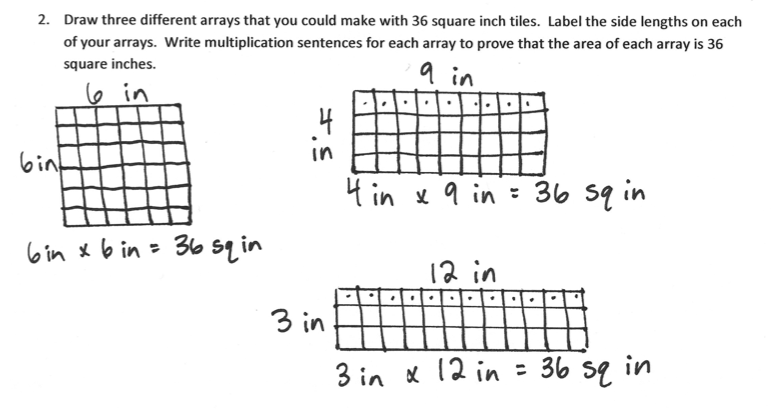
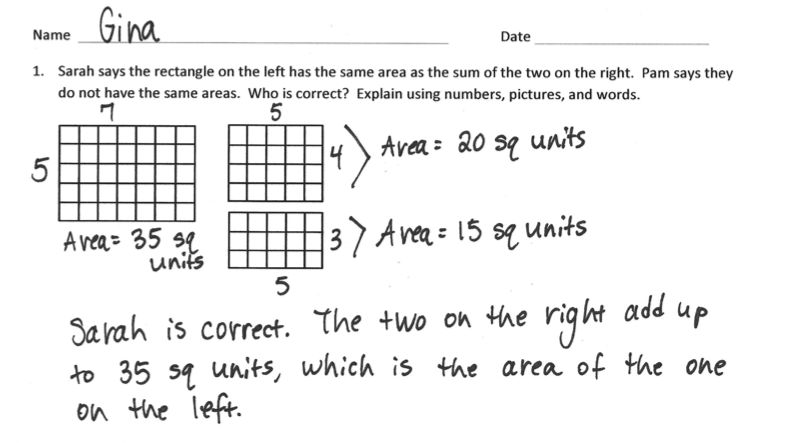
**Third Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| **End-of-Module Assessment Task (Topics A–D)**  **Clusters and Standards Addressed** |
| **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**  **3.MD.5**  Recognize area as an attribute of plane figures and understand concepts of area measurement.  a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area*.*  b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.  **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  **3.MD.7** Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths*.*  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b + c* is the sum of *a × b* and *a × c*. Use area models to represent the distributive property in mathematical reasoning.  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |

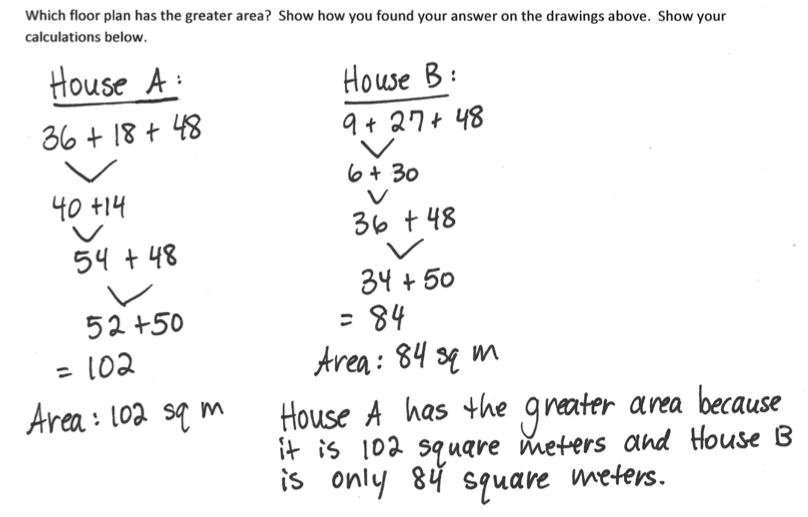
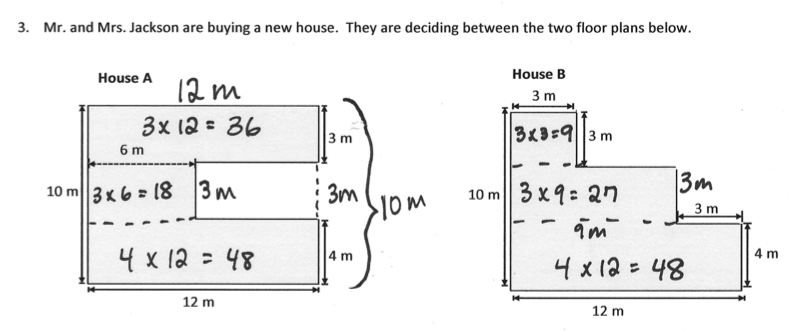
**Third Grade Module 4: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning without a correct answer or with a partially correct answer in a multi-step question.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  3.MD.7c  3.MD.7d | Response demonstrates little or no evidence of reasoning without a correct answer. | Student identifies that Sarah is correct, demonstrating evidence of limited reasoning to support the answer. | Student identifies that Sarah is correct. Response shows evidence of accurate reasoning to support the answer using at least one representation. | Student identifies that Sarah is correct. Explanation shows evidence of solid reasoning using multiple representations. |
| **2**  3.MD.5b  3.MD.6  3.MD.7a  3.MD.7b | Student correctly answers **0-1** of the six parts. | The student correctly answers **2-3** of the six parts. | The student correctly answers **4-5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| **(1, 2, 3)** Student correctly draws and labels three different arrays. Side lengths are labeled in inches.  **(4, 5, 6)** Correct multiplication sentences are shown for each array drawn.  Possible arrays are as follows: 1 × 36 2 × 18 3 × 12 4 × 9 6 × 6 | | | |
| **3**  3.MD.7d  3.MD.7b | Student correctly answers **0-1** of the five parts. | Student correctly answers **2** of the five parts. | Student answers **3-4** of the five parts correctly. | Student answers **5** of the five parts correctly. (See below.) |
| * **(1)** House A = 102 sq meters; **(2)** Correct calculations * **(3)** House B = 84 sq meters; **(4)** Correct calculations * **(5)** Explanation identifies that House A has the greater area. Response provides evidence of solid reasoning. | | | |
| **4**  3.MD.5  3.MD.7b  3.MD.7d | Student correctly answers **0-1** of the six parts. | Student correctly answers **2-3** of the six parts. | Student correctly answers **4-5** of the six parts. | Student correctly answers **6** of the six parts. (See below.) |
| 1. Labels length and width of rectangles A and B, including the following units:  * **(1)** A = 3 m × **7 m** * **(2)** B = **3 m** × **10 m**  1. Calculates the area of each rectangle as follows:  * **(3)** A = 21 sq meters * **(4)** B = 30 sq meters * **(5)** C = 60 sq meters   c. **(6)** Calculates the total area as 111 sq meters.  **NOTE: Allow credit in part c for a correct calculation based on incorrect calculations in part b.** | | | |

**Third Grade Module 4: End-of-Module Assessment Task Key**



**Third Grade Module 4: End-of-Module Assessment Task Key (continued)**



**Third Grade Module 4: End-of-Module Assessment Task Key (continued)**

**Third Grade Module 4: End-of-Module Assessment Task Key (continued)**

